



2019-2020 School Action Fund - Planning
COMPETITIVE GRANT Application Due 5:00 p.m. CT, May 2, 2019

NOGA ID

Authorizing legislation

Elementary and Secondary Education Act of 1965 (ESEA), as amended by P.L. 114-95, Every Student Succeeds Act (ESSA), Title I, Part A, Section 1003, School Improvement

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division

Texas Education Agency

1701 N. Congress Avenue

Austin, TX 78701-1494

Grant period from

July 1, 2019 to July 31, 2020

☒ Pre-award costs are not permitted.

Required Attachments

No attachments are required to be submitted with this application.

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization **South San Antonio ISD**

CDN **015908**

Vendor ID **74-6002335**

ESC **20**

DUNS **089593818**

Address **5622 Ray Ellison**

City **San Antonio**

ZIP **78207**

Phone **210-977-7330**

Primary Contact **Chriselda Bazaldua**

Email **cbazaldua@southsanisd.net**

Phone **210-977-7330**

Secondary Contact **Lorraine De Leon**

Email **ldeleon@southsanisd.net**

Phone **210-977-7330**

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name **Dr. Ramiro Nava**

Title **Chief Academic Officer**

Email **ramiro.nava@southsanisd.net**

Phone **210-977-7365**

Signature

Date **4-12-2019**

Grant Writer Name **Chriselda Bazaldua**

Signature

Date **4-12-2019**

☒ Grant writer is an employee of the applicant organization.

☐ Grant writer is not an employee of the applicant organization.

Application stamp-in date and time

RECEIVED
TEXAS EDUCATION AGENCY
2019 MAY -9 PM 4:21
DOCUMENT CONTROL CENTER
GRANTS ADMINISTRATION

Shared Services Arrangements

☒ SSAs are **not permitted** for this grant.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Increase the percentage of 3rd, 4th, and 5th graders performing at "meets level" for Reading to 50%. Weekly minutes spent on core content for each student will increase by 25%	Increase the amount of time spent on instruction by 25%, specifically core content, each day; purchase of curriculum with a focus on STEM and emphasis on Technology and better STAAR aligned assessments.
Improve teacher quality at Carrillo Elementary School. 90% of teachers will attain a "Prociency" level on their TTESS evaluation by the end of the school year.	Funds will be spent on stipends for teachers to attend professional development training on the curriculum and behavior management techniques for a week in the summer before school starts. Both will include follow up support throughout the school year.
Improve school climate at Carrillo Elementary School by focusing on social-emotional learning. Student office referrals will decrease by 10% from the previous school year.	Establish mentoring program that incorporates all members of the school community. Funds will be spent on professional development training in restorative justice practices for staff members and community mentors.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By 2020, 50 percent or more of 3rd, 4th, and 5th grade students will perform at the meets level (or higher) in reading.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

25 percent or more of 3rd, 4th, and 5th grade students will perform at the meets level (or higher) in reading. This progress will be measured through common formative assessments created through Eduphoria and TEKS Resource.

Measurable Progress (Cont.)**Second-Quarter Benchmark**

35 percent or more of 3rd, 4th, and 5th grade students will perform at the meets level (or higher) in reading. This progress will be measured through common formative assessments created through Eduphoria and TEKS Resource.

Third-Quarter Benchmark

45 percent or more of 3rd, 4th, and 5th grade students will perform at the meets level (or higher) in reading. This progress will be measured through common formative assessments created through Eduphoria and TEKS Resource.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

Data meetings are already engrained as part of the data-driven culture of the SSAISD Division of Academics. Included in the data meetings are the Campus Instructional Leadership team, which includes campus administration, teacher leaders, and instructional coaches. District staff also participates, including the Chief Academic Officer, Executive Director of Curriculum and Instruction, Director of Teaching and Learning, Director of Student Empowerment and Choice Programs, Director of Early Childhood, Director of Innovation and Strategic Planning, Director of Federal Programs, and Director of Special Education, Director of Research, Evaluation, & Information Services. Each of these directors, not only manages and oversees their designated programs but also serves as a direct oversight and partner of a campus and Principal. As such, after each quarterly benchmark, the progress goals will be analyzed and reported. A data management system, consisting of a rubric, timeline, progress monitoring, goals, and outcome tracking will be utilized to determine if appropriate progress is being made. If it is determined that we are not showing progress, a corrective action plan (Targeted Improvement Plan) will be required to address the specific areas of deficiencies. This Targeted Improvement Plan will include specific activities, timelines, resources, and data points.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- ☒ The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ The applicant provides assurance to adhere to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2020 School Action Fund - Planning Program Guidelines.
- ☒ The applicant provides assurance to adhere to all Performance Measures, as noted in the 2019-2020 School Action Fund - Planning Program Guidelines, and shall provide the Texas Education Agency and the matched school action technical assistance provider, upon request, any performance data necessary to assess the success of the program.
- ☒ The applicant provides assurance that it will contract and work in good faith with the TEA vetted and matched school action technical assistance provider and agency-provided technical assistance.
- ☒ The applicant will budget at least 25% of the total award as "Matched School Action Technical Assistance Provider" on schedule 6200.
- ☒ The applicant assures that contracts with matched school action technical assistance provider will be negotiated and signed by October 1, 2019.
- ☒ The applicant assures that a project manager will be identified. Please note: this position may be funded by other fund sources.
- ☒ The LEAs pursuing a partner-managed model assure that a financial spending analysis will be performed in accordance with TEA requirements.
- ☒ The applicant assures that all fidelity of implementation revisions will be complete on or before October 15, 2019.
- ☒ The applicant assures access will be provided for onsite visits to the LEA and campus by TEA and its contractors.
- ☒ The applicant assures attendance and participation in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, and sharing of best practices through the TEA program office.
- ☒ The applicant assures that an implementation plan, using a TEA approved format, will be developed with the school transformation partner by June 1, 2020.
- ☒ The applicant assures partners operating campuses under the partner-managed option must commit to Lone Star Governance participation.
- ☒ The applicant assures Pre-K "New Schools" will designate a feeder comprehensive campus by May 1, 2020.
- ☒ **For LEAs pursuing the Create a new school action model:** The applicant assures that enrollment at a new school must prioritize students attending or zoned to a 2018-2019 Comprehensive and/or Targeted school.
- ☒ **For LEAs pursuing the Partner-managed model:** The applicant assures commitment to the Adoption of Model Authorizing policy and participation in the Texas Authorizer Leadership Academy.

Statutory Requirement

Please refer to the Program Guidelines page 8 and address the six questions below:

1)

For Carrillo Elementary, a comprehensive needs assessment was conducted in October 2018 via MAPSS (Mapping a Pathway to Student Success) by Education Service Center Region 13. While most comprehensive needs assessments in the district are conducted by the campus instructional leadership team (which includes campus administration, teacher leaders, and instructional coaches), this MAPSS analysis conducted by an external entity provided an opportunity for a different perspective. This data helped to identify the key areas of needed improvement which have been listed as the three quantifiable needs driving the actions of the school improvement plan. The plan will continue to be developed and refined as new data is collected through continual progress monitoring to ensure that reform efforts are properly engaging teachers, students, and parents in improving student outcomes.

To improve school climate by focusing on social-emotional learning, we will establish a community mentor program to pair students with adult role models for in-school interactions. We will also identify students in most need of a positive relationship with an adult and match them to volunteers for weekly 30 or 45 minute sessions. Mentors can visit with their mentees and read with them. Consider asking one of the PTO parents, the counselor, or CIS staff member to coordinate the program and solicit mentors. After background checks are conducted, provide mentors with a brief orientation to communicate expectations and protocols. Provide an appreciation reception for mentors in the spring and have students participate in organizing the event. Faculty and staff will be attending professional development focused on social-emotional learning to be able to proactively relate to students to help reduce disruptive behavior.

Implement teacher quality by implementing a campus-wide commitment to provide opportunities for students to engage in complex, higher-order thinking, and problem solving. To address this area for action, adopt no more than three to five instructional strategies (e.g., think-pair-share, whiteboards, write to learn) and routines. Once a focused list of expectations is identified, develop the instructional leaders' abilities to ensure they are practiced with consistency and fidelity in all classrooms. Implement class libraries for students or leveled readers. Having books readily available could help support student reading. Look for grants or other means of increasing the print accessible to students. Teachers will also be attending strategic professional development opportunities aligned to the specific needs identified through classroom observations.

Increase instructional time by exploring ways to introduce reading or math activities to the rotations in order to increase the learning time available to students. Additionally, every teacher needs to view themselves as a reading and math teacher. Reading must be taught across the curriculum. Specials teachers, such as physical education and music will work to infuse their lessons with reading and math. Physical education will repeat times tables during exercise, for example. With the current need to increase student achievement levels, there should be a sense of urgency around ensuring every available minute is used to actively support student learning. We can also increase the length of the instructional day, four days a week, to allow for early release once per week. This early release time will allow for more effective PLC scheduling.

2)

Schools received Title I - Part A funds are monitored by a dedicated staff member, the Director of Federal and State Programs. This district employee ensures that funds are allocated appropriately at the beginning of the year and that all district and school personnel received the appropriate training in regards to allowable expenditures and timelines. Throughout the year, the Director of Federal and State Programs meets with Campus Principals and Secretaries to review budgets and expenditures to ensure that all guidelines are being followed and timelines are being met. Additionally, all requisition requests are run through the Director of Federal and State Programs for approval.

a)

The Director of Federal and State Programs reviews all Campus Improvement Plans with all Campus Principals for approval. Additionally, when reviewing requisition requests, the Director of Federal and State Programs ensures that the request aligns with the initiatives outlined in the Campus Improvement Plan. Expenditures will be focused on three of the core components of the ACE model: effective teachers & educators, instructional excellence, and extended learning. Funds will be used to allow campus to be reconstituted and strategically staffed to include effective principle and teaching staff, as identified by a track record of student growth and multi-measure evaluation system. Funds will also be used to allow time to focus on data analysis, professional learning communities, and collaboration time for teachers in grade level and subject alike settings.

b)

Each campus improvement plan includes progress monitoring through interim assessments and checks of expected indicators of success that are written out in the campus improvement plan. The campus improvements plans are reviewed throughout each school year to determine if the planned outcomes are being achieved by the planned outlined. Upon evidence that the plan is not being successful, immediate adjustments are expected and new progress measures are established that are aligned with whatever new goals are planned. As indicated by the ACE model component of instructional excellence, a focus on data analysis and professional learning communities will assist in progress monitoring of campus improvement goal attainment. A culture of frequent observation, coaching, and feedback will facilitate this as well.

3)

LEA will utilize the TEA designated and matched school action technical assistance provider that most closely aligns with the district's vision and theory of action. School action technical assistance providers will be rigorously vetted, selected, and matched by the TEA, demonstrating a strong track record of developing and implementing school actions.

Additionally, on January 22, 2019, the district held its first annual Community Partnership Luncheon. Current, as well as potential partners were invited to an elaborate and festive luncheon to begin the process and communication of vetting community partners. Invitees included community and business members from all over the city. Information was collected from attendees to allow for future partnerships to be based on interest, resources, vision, capacity, and will. This database will be instrumental as a foundation for selecting a partner for this grant and initiative.

Statutory Requirement (Cont'd)

4)

As a Title I campus, the Title I, Part A funds, as well as state funds, would be directed towards alignment of the goals outlined in this school improvement plan to ensure that all instructional initiatives are aimed toward the same outcomes. Additionally, local funds will be utilized to ensure that operational supports are in place to provide the framework necessary to allow for the success of the school improvement plan. These funding sources will be the basis of the instructional initiatives. Any additional funding received from School Action Fund Grant will be used to Supplement, not supplant.

5)

Campus Principals are given the autonomy as instructional leaders of their campus to make the decisions necessary to ensure that structures are in place as necessary. Principals are given the autonomy to select curriculum, make hiring decisions, and while they are given their budget allocation, they have budget flexibility to determine their budget expenditures. At the district level, operational flexibility will be applied to practices and policies to enable full and effective implementation of the plans.

To align with the ACE model component of Extended Learning, the Principal of Carrillo Elementary will have the flexibility to embed up to an extra hour into the instructional day, specifically for reading and math interventions. Additionally, the Principal will have the flexibility to have the campus remain open until 6pm to have extend learning time and provide extra-curricular options for all students. Breakfast, lunch, and dinner will be served to all students.

The district will support and help implement the operational frameworks necessary to initiate the ACE Model component of Parent and Community Partnerships. Increased communication protocols between educators and parents/community members will be established. New partnerships with community organizations providing wrap-around services, including, but not limited to, faith based organizations, municipals/city organizations, charities, and early education programs. Additionally, campus beautification efforts will begin, both externally and internally.

6)

Evidence-based strategies to be incorporated during the implementation phase include the use of multiple response strategies to provide opportunities for students to engage in complex, higher-order thinking, and problem solving. These multiple response strategies will include think-pair-share, whiteboards, and write to learn. Additionally, professional learning communities will be utilized to ensure strategic professional development, continued coaching opportunities, and collaborative environments for the sharing of best practices and ideas.

The ACE Model will be utilized which five components aligns with the district's main initiatives, addresses the needs of Carrillo Elementary, and will achieve the goals outlined for this goal: effective teachers and educators, instructional excellence, extended learning, social and emotional support, and parent and community partnerships.

TEA Program Requirements

TEA Program Requirement 1: Please identify one of the following eligible school action models. Once selected, please indicate whether the school action model will be district or partner managed. ***Note:** The district or partner managed option should only be selected if the LEA chooses from one of the following school action models: "Restart a struggling school" or "Create a new school". Additionally, the LEA may only select the partner-managed option for the "Replicate a successful school model".

Select one school action model below:

- ☒ Restart a struggling school (must select Partner-managed option)
- ☐ Create a new school
- ☐ Replicate a successful school (
- ☐ Reassign students from a struggling school (type of model management does not apply)
- ☐ Exploratory planning (type of model management does not apply)

Select how model will be managed:

- ☒ District-managed
- ☐ Partner-managed

TEA Program Requirement 2: Please describe the following:

a) Please describe the evaluation process and criteria utilized for selecting the school action model.

Through this review, it was determined that restarting a struggling school (district-managed) was the best possible selection that would best meet the needs of the campus, district, community, and most importantly, the students. In selecting a school action model, all aspects of the campus and district were reviewed to ensure the best possible selection. This included reviewing stakeholder input from a Strategic Design process that began in 2015 and has been a continuous cycle with consistent revisiting since then. Through this process, data has been gathered that has provided insight on the direction stakeholders hope to see the district move toward. Additionally, the characteristics and components of each of the school action models were compared to the district's Vision, Core Beliefs, Call to Action, and Leadership Principles to ensure alignment to the initiatives and frameworks that have driven the district's work and encapsulate what is necessary to accomplish the district's Learner Profile.

To improve Carrillo Elementary, utilizing the school action of creating a restarting a struggling school, we plan on moving away from the current pre-k through fifth grade traditional model to an early childhood through 8th grade STEM academy. Not only would this completely change the dynamics of Carrillo, it would also draw upon the current success of the STEM academy at Dwight Middle School and provide a new option for the district's families. Currently, Dwight Middle School contains a school-within-a-school STEM academy that is growing quickly and performing well. Moving the STEM academy to Carrillo would allow for the program to be extended down to pre-k, allowing for vertical alignment, stronger curriculum connections, and further opportunities for expansion. Additionally, including sixth through eighth grade in Carrillo would allow families and students the continuity of keeping the students in the same school for a longer period of time, without the often awkward and challenging transition to middle school. However, for those families that still want the traditional middle school experience, Dwight Middle School will still be available, without an academy, as a traditional option. In addition to the curriculum focus on STEM, the new campus at Carrillo will include a strong emphasis on the lower grades, from EC-2 to build a strong foundation of literacy and numeracy to ensure that students are prepared as they move on to higher grades. Through each level, a strong emphasis will be placed on partnerships with the community and area businesses.

TEA Program Requirements

b) Please describe the district vision for improving the campus(es) or engaging in a thoughtful planning process to implement a school action.

Restarting Carrillo Elementary as a struggling school would build on the initiatives already taking place throughout South San Antonio ISD to improve student achievement at the campus-level. The SMART goal, focusing on improving reading achievement, aligns with our Lone Star Governance Board Goal: The percentage of students who attain "Meets" level performance on 3rd grade Reading STAAR will increase from 27% to 42% by August 2023. As a result, a Balanced Literacy framework has been implemented in grades Kindergarten through second grade that will spiraled upward until it is grades kinder through fifth. As a recipient of the Texas Education Agency's Community Partnership grant, the district is placing a strong focus on early childhood and community partnerships. Current technical providers for the Community Partnership Grant include Education Service Center Region 13 and Anlar. For early childhood, the connections with area daycares and preschool will be integral to create a pipeline into the school system. For the STEM component, industry and business partners will be vital for real-world and industry-based experiences. Current STEM partners include Port San Antonio, Education Service Center Region 20 and Alamo STEM Ecosystems. These entities will be instrumental in the planning and implementation of the school action.

c) Please describe how the grant aligns to and accelerates the district's broader strategy and theory of action.

The plan for the new Carrillo Elementary, as described in the previous question, aligns and accelerates the district's broader strategy and theory of action perfectly. The district's board adopted theory of action as indicated in Board Policy AE (LOCAL) is "Our theory of action is that of a System of Great Schools. We foster systems and processes to increase the percent and number of students in top-rated schools and reduce the percent and number in low-rated schools." As such, the district has created innovative opportunities such as three middle school choice academies that provide students with accelerated curriculum, open enrollment, one to one technology, new elective choices, and college and career field trips which have increased student outcomes, in the areas of academic achievement and attendance. Additionally, at the high school level, the Early College and Health Science Academies, dual credit program, and twenty-one career and technology pathways provide a plethora of potential ways to engage students in new and meaningful ways to help them reach success. By incorporating a focus on STEM and rigorous instruction at Carrillo, the alignment to college and career readiness that is held throughout the district will be maintained.

d) Please identify the district staff member to coordinate the planning grant and the qualifications of the identified staff member.

The district staff member to coordinate the planning grant will be Chriselda Bazaldua. She is the Director of Student Empowerment and Choice Programs. She opened the district's three middle school choice academies and revamped the high school's Health Science Academy.

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- ☒ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- ☐ Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

PNP Equitable Services

Are any private nonprofit schools located within the applicant's boundaries?

☒ Yes ☐ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the grant?

☐ Yes ☒ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

5A: Assurances

- ☒ The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- ☒ The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

5B: Equitable Services Calculation

1. LEA's student enrollment	<input type="text"/>
2. Enrollment of all participating private schools	<input type="text"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text"/>
4. Total current-year grant allocation	<input type="text"/>
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	<input type="text"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text"/>

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

	BUDGET
PAYROLL COSTS (6100)	
PROFESSIONAL AND CONTRACTED SERVICES (6200)	
MATCHED SCHOOL ACTION TECHNICAL ASSISTANCE PROVIDER	75,000
PROFESSIONAL DEVELOPMENT - STAFF & COMMUNITY	60,000
SUPPLIES AND MATERIALS (6300)	
CURRICULUM, TECHNOLOGY, & TESTING MATERIALS	150,000
OTHER OPERATING COSTS (6400)	
TRAVEL - SITE VISITS FOR STAFF	15,000
CAPITAL OUTLAY (6600)	
Total Direct Costs	\$300,000
Indirect Costs	
TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)	\$300,000